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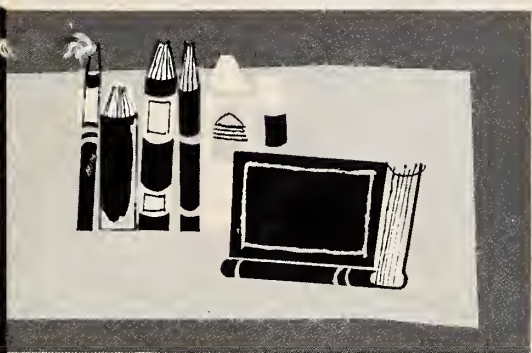
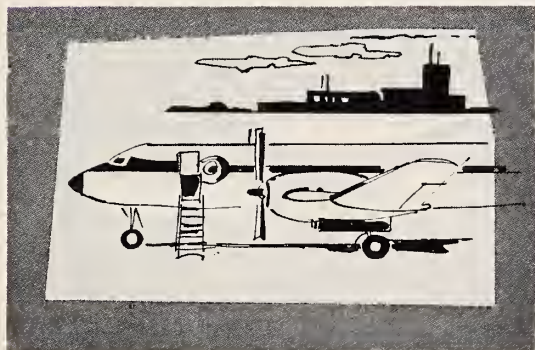
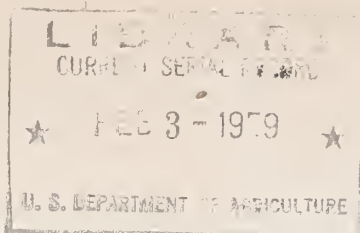
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Selecting the Route  
to Professional Improvement



Official monthly publication of  
Cooperative Extension Service:  
U. S. Department of Agriculture  
and State Land-Grant Colleges  
and Universities cooperating.

*The Extension Service Review is for Extension educators—  
in County, State and Federal Extension agencies—who  
work directly or indirectly to help people learn how to use the  
newest findings in agriculture and home economics research  
to bring about a more abundant life for themselves and their  
community.*

*The Review offers the Extension worker, in his role of edu-  
cational leader, professional guideposts, new routes, and too's  
for speedier, more successful endeavor. Through this exchange  
of methods, tried and found successful by Extension agents,  
the Review serves as a source of ideas and useful information  
on how to reach people and thus help them utilize more fully  
their own resources, to farm more efficiently, and to make the  
home and community a better place to live.*

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Acting Director: *Ralph M. Fulghum*

Editor: *Edward H. Roche*

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## EAR TO THE GROUND

"The Challenge of Change" is an expression we hear a lot these days. It's been thoroughly discussed in magazine articles and at extension meetings. The changing agricultural scene and the need for defining Extension's future role resulted in the Scope Report.

One thing with which we all agree is that the future will bring more changes and at a faster rate. So one of the biggest "challenges of change" is to be ready for it.

That means professional improvement in some form—graduate study, summer school, workshops, reading, travel, professional association meetings, etc. Each of us must decide which improvement activity we need.

The first article in this issue discusses the scientific approach to determining training needs. It raises some questions which will help you make your choice.

And this isn't a choice between improvement and no improvement. It's a choice among various kinds of improvement. If Extension is going to continue to play a vital educational role, every one of us is going to have to keep up with developments in our field.

The list of summer school offerings on page 24 may be helpful. And

before you make the decision, the question of financing will come up. So you'll want to check the available scholarships and fellowships on page 12.

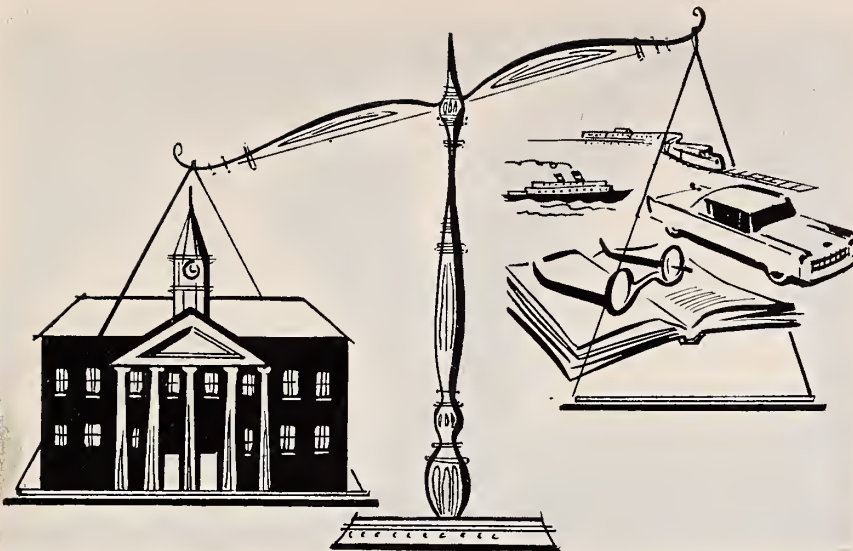
The other articles will help you make the right decision, too. Some tell why the author chose a particular means of improvement. Others look at the question from a different angle—What kind of training is needed to serve a certain group, as in Rural Development, or to carry out an activity, such as Farm and Home Development? They are all intended to help you answer the question, which route should I take to professional improvement?

Next month's issue on Efficiency in Production will be the first of a series of nine on the Scope Report. It will open with an article by Director H. R. Albrecht of Pennsylvania telling the need for production efficiency and showing how it is related to efficiency in marketing, leadership development, and the other areas of responsibility outlined in the Scope Report. Other articles will show how activities such as demonstrations, industry-extension cooperation, organization, and others help implement practices which promote efficiency in production.—EHR

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make the decision. You must decide your course of action.

Since you do not have an electronic brain, let's look at the five questions again and raise more questions about each one.

Why get further education? Are you adequately equipped for the future? Is your background of education and experience sufficient for the jobs ahead? Do you have enough flexibility of mind to adapt to rapidly changing conditions? Do you really believe that people should not let what they have learned in the past interfere with what they can learn in the future?

Will getting further education help you do a better job? Will it equip you for more responsible jobs? Will the future require further education and if you get it now, will you be better prepared? Years ago few people had four years of college; today millions do.

These are the important questions to consider for your career and your happiness. But there are other practical questions to consider also.

### *Analyze Needs*

What kind of education should you get? Should it be in subject matter, or in understanding extension work, or both? Which do you need more? What kind of education can you get best while on the job and what kind by further college training?

Many agents feel that they can keep up with subject matter through on-the-job training and the resources of the college. They have had much college training in subject matter but little in working with people. They discover this lack on the job and want to broaden their understanding of people by further education. As you think about it, what is your situation? What kind of further education should you get?

And now come the \$64 questions. How can you swing it? How about the money? What about the family and the children in school? What about leave? What does the State office think about you getting further education? What will happen to your work while you are gone?

These are the questions on which many agents bog down—the financial (See *Scientific Approach*, page 16)

# TO GET ... OR NOT TO GET

by FRED P. FRUTCHEY, *Federal Extension Service*

**T**o get or not to get further education. This is a question which confronts many county extension agents. It is always answered wisely or unwisely—yes or no. They either go or they do not go to college again.

We hear much about the use of scientific method these days. It is applied by experiment stations to find information on which farmers and homemakers can base decisions. It can be applied to help you decide whether or not you should get further education.

There is nothing magical about scientific method. It consists of good common sense. It consists of analyzing a big question into smaller questions, getting accurate information about these questions, and making a decision.

### *Study the Situation*

Let's take the first step and analyze the big question—to get or not to get further education. Some of the smaller questions are: Why get further education? What kind should you get? How can you finance it? Where should you get it? What will you get out of it?

The second step is to do some exploring to get information you need for a good answer to each of the

above questions. You can talk with others and you can read. This issue of the *REVIEW* can help you.

You may have enough information in your head to answer some of the questions. But be careful of what you already know. It is likely to be limited and influenced by what you now want. What you want is the power behind any decision you make.

Exploring other sources of information may expand your knowledge and not only increase your interest but also your realization of need and your desire for further education. Keep your mind open.

After you have obtained information from various sources and looked at it from various angles, you are in a better position to make a decision that is good for you and your family.

The next step is to make the decision. This is a function of your brain, your thinking, your weighing of alternatives and probable results.

If you had an electronic brain, you could feed in all the information you have, press a button and eventually answers would come out giving the probabilities of the value of getting or not getting further education. The electronic brain speeds up the analysis and interpretation of the data fed into it. However, it does not



# Adjusting to Changing Conditions

by W. I. MYERS, Dean  
New York State College of Agriculture,  
Cornell University

**T**HERE is no crystal ball that will forecast accurately the extent and rate of changes in agriculture in the years ahead. It seems reasonable to assume, however, that progress will continue, that farming will become even more scientific, farmers and homemakers will be better educated and possess high managerial ability, and that fewer but more efficient commercial family farms will produce the nation's food.

Where will the Extension Service fit into this picture? What kind of extension workers will we need. Should they have a Ph. D. degree? How will they be kept informed continuously of things they must know to help farm families keep in reasonable adjustment to changing conditions?

## *Taking Stock*

Before discussing these questions, let's take a brief look into what has gone before. Agricultural extension can claim its share of credit for the enormous gains in farm productivity in the past and in the higher standards of living of farm and nonfarm families. Effective teamwork between research and extension has been one of the chief reasons for these far-reaching improvements made by farm families under the American system of free enterprise. Private business firms, too, have contributed by supplying the machinery, feeds, chemicals, credit, and other requisites.

I have frequently called the Extension Service one of the great social inventions of our time. It is a unique contribution of the United States that is being adapted by other countries of the world to their own conditions. Since its inauguration, Extension has undergone a gradual evolution in the direction of broader programs to serve an increasingly diverse population. Programs that in the early days were directed primarily at helping farmers increase production have grown to encompass rural, suburban, and city homemakers, as well as boys and girls in the country, towns, and villages. Marketing and utilization programs are being given increasing attention.

The basic principles of operation, however, have remained the same, and the primary purpose still is to help people to help themselves. Both Federal and State governments have combined to supplement local support to help families work out the answers to their problems. To me, this is one of the best examples of cooperation between all levels of government and between rural and urban people.

Keeping these facts in mind, we will need better trained extension workers to plan and carry out more comprehensive and more effective extension programs that will be planned 5 to 10 years ahead. Since most farmers and homemakers will be better trained and more highly skilled managers, the county agents will need the best possible help and guidance, especially in such areas as marketing, consumer education, public policies, farm and home management, and rural sociology. These are areas in which we are sometimes weak today and they certainly need to be strengthened.

Standards of academic training for extension workers should be as high as for the research and teaching staffs. While difficult to arrange and finance, especially for county agents, training is well worth the cost if we are to meet the essential problems of adjustment in the future. Along with the training, of course, it is necessary to have the personal qualities and experience that are essential for success in extension work.

These considerations of academic training apply equally to specialists and agents, although it is difficult to

carry them out in some fields. There is a severe shortage of trained people and many seem to prefer careers in research and resident teaching.

However, there are some things which can be done to make extension work more attractive to those who see more glamour or chance for recognition in research and teaching. There is no sound reason why a career in extension shouldn't offer advantages and prestige equal to others. It will probably be necessary in some cases to upgrade salaries and provide an adequate differential to get the best person for the job.

Many extension folks like to do some research, and should be permitted to do so when it doesn't interfere seriously with their regular work. This opportunity increases the attractiveness of the job and enables the specialist to keep abreast of his professional field.

## *Future Needs*

Considering the county agents of the future, my own thinking at present is that they should have a minimum of 5 years of college training, culminating in a master's degree. They will need this background to be on top of their job at all times and to be able to advise farmers and homemakers of the future. Some will need the depth of training emphasized by the Ph. D. degree, not only for their job but as a prerequisite for promotion to administrative posts.

Toward this end, an appropriate curriculum should be planned in our colleges. We realize it cannot be done all at once, but at least we can stimulate young agents and help them to finance further education. We should strive to have standards of advanced training that are at least as high as for other groups such as teachers of vocational agriculture.

Another step in helping agents keep up-to-date would be a more adequate program of in-service training. Many States are doing well in this respect. In addition to 2 and 3-day schools in important fields, we could make greater use of the 3-week summer schools to broaden the worker's educational opportunities.

(See *Adjusting*, page 14)



# A Case for Professional Improvement

by ROLAND H. ABRAHAM, Assistant Extension Director, Minnesota

**I**N recent issues of the *EXTENSION SERVICE REVIEW* a number of writers have identified, described, and emphasized an ever-intensifying set of changes which concern the people with whom the extension agent works. These changes and the dynamic circumstances in which they take place are of special import for the county extension worker as he or she seeks to keep well prepared professionally.

The agent must have a clear understanding of what is happening, the information available which bears on the new situation or problem, and how to carry out his function as an educator in assisting people to achieve appropriate and workable solutions. To adequately and favorably meet these requirements, today's extension worker faces greater challenges and broader opportunities than ever before.

These circumstances emphasize the need for county extension workers to search out and utilize opportunities to improve their professional competence. This is equally true, if not more so, for the State workers who assist and undergird county personnel in specialized ways.

## *Subject Matter Needs*

The Scope Report lays out well and in some detail the broad matrix of change in which is cast the job of today's county worker. The phenomenal developments in agricultural technology alone present a formidable block of new subject matter.

There is much speculation on the role of the agent in this regard. Successful county workers have done a good job of keeping reasonably expert in technology but this is becoming more difficult. Today's developments are coming along at a faster clip and are much more complex in terms of their applications to individual farm situations. Recognizing

his limitations in time and energy, the modern agent is fast becoming more skilled in enlisting the support of experts in highly technical fields.

However, it appears clear that the county extension agent must somehow keep abreast of subject-matter developments on a fairly broad base if he is to be effective in identifying local problems and in bringing new technology to bear on them. And it will be necessary that his own degree of expertness be highest in the fields most common and of most importance in the county.

This, it would appear, still leaves the agent "on the hook" with respect to being well prepared in subject matter. Such is to be expected. If county extension agents are to do an educational job, then they must be equipped to teach subject matter along with methods for analyzing problems and application of the subject matter.

## *Other Influences*

The growing complexity of off-farm influences and changes in marketing structure and processes further complicate the setting in which agents work. Interrelationships between farm and nonfarm aspects of agriculture are more involved.

This suggests more effort (and supporting competence) in the direction of helping people to understand these influences and to make appropriate adjustments. The regional and often broader character of these elements means the agent has to rely frequently on expert assistance.

In many counties larger numbers of people are found in the growing suburban and urban centers. Agriculturally related problems for these people are usually narrower in scope than for their rural neighbors. For homemakers they are not so different.

The agent's problem is meeting these needs within the time available.

Acquiring competence in teaching methods especially suited for effective work in such areas will certainly be important.

Vocational counseling with young people is emerging as a more important role. Many will not have an opportunity to farm and the agent can help guide these young people into exploration of farm-related occupations. This is not completely new to extension, but the agents will need to know how to do it better than ever before.

Rapid transportation and communications further complicate the agents' job. The important consideration is to learn and utilize the techniques in these areas which enhance the effectiveness of extension's teaching resources.

The rising level of education among people with whom county agents work probably makes the job easier in a sense, but at the same time calls for ever increasing competency.

With these and other changes, the task of developing extension programs, selecting appropriate teaching methods, and evaluating progress becomes more complex and more urgent. Agents are devoting sizeable blocks of time to this phase of their work and will need to use the most effective methods at their disposal.

## *Agents View Needs*

Nearly 2 years ago Minnesota county agents were asked to indicate the kinds of further training which they felt were most important. Although the 10 items selected most frequently included subject matter, greatest emphasis was placed on areas in which college graduates are usually less well prepared.

Counseling with families in farm and home development was listed as a high priority need. Another was

(See *A Case*, page 14)



# The Role of the County Agent

by HARVEY J. SCHWEITZER, Chairman,  
DeKalb County Extension Council, Illinois

THE impact of technological advancements in agriculture since World War II is now being felt in many social and economic adjustments taking place in rural life. The Extension Service is finding it necessary to reexamine its program in light of the changing structure of agriculture. The recent Scope Report is impressive evidence of much sound analysis and planning for the future by the Extension leadership.

One important area of concern is the role which county agents can expect to fill in the years ahead. In the past, the agricultural agent has been called on to fill a variety of roles ranging from a crop or livestock specialist to an organizer of community activities. Many agents have found that the demands placed upon them have grown more numerous with new responsibilities heaped on the old ones.

## Basic Job

It is probably not the multiplicity of roles which concerns most county agents as much as the fact that often their perception of their role as county agent differs from that of their Extension Councils. It is essential that both the county agent and his council remember that the basic role of the agent is that of an educator whose guiding principle is "helping people help themselves."

Failure of either or both to agree on this inevitably leads to the agent performing endless chores which we, as farmers, should be doing for ourselves. As farmers busy with our field work and chores, we tend to become lazy when it comes to leadership responsibilities. We like someone with an "ag" college degree to do our thinking, our organizing, our secretarial work, and our publicity. We fail to realize that overdependence on the county agent for these

things not only keeps him from his real job of education but also weakens ourselves.

It is likewise probably true that extension workers should recognize more fully that strong cooperatives, vigorous farm organizations, and active community groups in a county are marks of an intelligent rural people who have been trained to help themselves.

If the county agent accomplishes his purpose of education and leadership training, he will witness a great deal of activity by many kinds of farm groups. A need will arise for coordination of these activities into a meaningful county-wide agricultural program. Herein may lie an emerging role of the county agent.

It is doubtful that farmers in their special interest groups can do this job. Extension workers should be prepared to guide these diverse agricultural interests into a coordinated program by providing direction and purpose while at the same time not destroying local initiative. Alert councils and county agents will design their program to supplement the programs of these agricultural groups in meeting local needs instead of setting up conflicting or competing programs of their own.

## Public Relations

At the present time, agriculture needs better public relations with the growing non-agricultural segments of our economy. At the local level the county agent is in a unique position to improve rural-urban or producer-consumer relations at many points.

This does not imply that the agent should engage in a super-sales campaign on behalf of farmers' interests. But he has an opportunity to keep the channels of information open and to insist that information flow-

ing both ways be factual and complete.

One of the pioneer efforts of Extension in DeKalb County, Ill., under the leadership of E. E. Golden, has been to provide factual material on USDA and State agricultural programs and policies in a number of winter meetings. These meetings have been of great importance in welding our county together agriculturally.

Various special interest groups and political propaganda tend to divide farmers on controversial agricultural problems and confuse them about the basic issues involved. The opinion of Extension in our county is that, given factual information and a full review of alternative solutions to agricultural problems, farmers can and do act intelligently in dealing with these issues.

The role of the county agent as an educator should never be to promote any particular agricultural policy. However, presentation of all the facts available is a legitimate and essential part of education.

## Direct Channel

Mention of these fields of county agent activity plus the Scope Report's emphasis on farm and home management, family living, leadership development, and community development may lead one to suspect that emphasis on technical agricultural problems is no longer important. This is not the case.

Although farmers are steadily improving their knowledge and use of scientific agriculture, technological developments are rapidly increasing in number and complexity. There must be a direct channel between the experimental work at our land-grant colleges and our farms. While private companies and popular farm publications do an effective job of introducing some of these new practices and techniques, there remains a crucial need for an impartial evaluation of the importance and applicability of these advancements to the farm.

Regardless of the developments in agriculture in the future, it appears there will continue to be an import-

(See Agent's Role, page 11)



# Paving the Way for Advanced Training

by E. K. LOWE, Assistant Extension Director, Oklahoma

COUNTY agents occupy a unique place in the over-all educational system of this country. They are not only highly trained in agriculture and home economics, but they must be well versed in the social sciences, public administration, and communications.

We in Oklahoma are fortunate in that our professional improvement program has both formal and informal legitimation. Dr. A. E. Darlow, vice-president and dean of agriculture, says that the county extension office is the front door of the university and extension agents enjoy all privileges extended to the academic staff on campus. To give the professional improvement program further legitimation, Director L. H. Brannon asserts that the future success of our organization depends to a large degree on the quality of our training program.

## Training Survey

Oklahoma extension has had a training program since its beginning. However, the real need for an adequate professional improvement program was not fully visualized until 1952 when Dr. Brannon, then assistant director, made an intensive survey of agent training.

This survey revealed that in general the agents were well-trained in technical subject matter, but a large percentage of them had not had an opportunity while doing undergraduate work to take courses in the field of social science and related subjects.

Following this study, the first 3-week summer school in Oklahoma was established in 1952. At the same time the administration approved a policy granting extension employees 3 weeks of educational leave each

year. They also approved the necessary expenses for conducting the school, including subsistence for agents attending.

These schools have been continued each year with the exception of 1957. The following courses have been offered: extension teaching methods; information; psychology; farm and ranch management; program development; evaluation; communications; group dynamics; home management; and history, functions and objectives of Extension.

The school was patterned after the regional extension summer schools. A policy was established to permit half of the agents to attend each year.

Each course offered graduate credit of one and one-half hours and each agent was enrolled in two courses of his choice. Every year there has been increasing interest in graduate work, and in 1958 all of the 155 agents at-

tending took the work for graduate credit.

It is realized that professional improvement is more than graduate study and advanced degrees. The major objective of our training program must always be to equip our agents to do a more efficient and effective job of teaching.

Graduate training is an important part of the professional improvement program, but training must be broader than this. A program must be developed based on the needs of all personnel. It must take into consideration the basic differences of employees, such as age, tenure, knowledge, interests, attitudes, skills, prejudices, and goals.

## Over-All Program

Early in 1957 the director appointed a committee to develop and establish a long-time professional improvement program. This committee recognized in the beginning that technical subject matter had to be a part of the over-all training work. It felt that giving out misinformation was worse than giving out no information, so subject matter training must continue to be stressed.

The following professional improvement plan is in effect in Oklahoma for extension employees:

Three weeks of educational leave  
(See *Paving the Way*, page 22)



Extension workers must keep abreast of latest technical development in many fields. Assistant Woodward County Agent Sam Johnson is shown making soil tests in one of 75 county testing labs in Oklahoma.



# Learning to Focus on the Family

by ROBERT F. TAYLOR and MRS. MARGARET W. GALLATIN, Assistant County Agent and Home Demonstration Agent, Allen County, Ind.

NEVER was the future so close. We are on the threshold of new developments in science and technology. With these developments have come many rapid changes almost revolutionary in nature. And agriculture has been no exception to these changes in recent years.

Change can be painful. The resulting complex social and economic adjustments are not to be overlooked or underestimated as they affect the lives of farm families. The present generation has had 10 years to adjust—our parents had an entire generation.

In this time of distraction, we need to remind ourselves that Extension's primary function is education—developing and providing teaching situ-

ations in which learning can take place. We also must realize that our educational methods must be evaluated continually in terms of these changes as they affect the values, needs, and interests of the people with whom we work.

As assistant county agent and home demonstration agent who work in Farm and Home Development (Better Farming and Better Living in Indiana), we felt that it would be well to take time out to appraise

our own educational methods. We took the same standpoint that we like to encourage our farm families to take in approaching their farm and home problems. So we are using the management orientation process which involves: recognizing problems, analyzing resources, setting goals, considering alternative solutions, determining plans of action, accepting the responsibilities, and evaluating and adjusting.

Not long after we started working with the farm and home approach, we realized that we needed more than an adequate knowledge of subject matter. We also had to acquire the ability to work with people so the desired changes in behavior could take place.

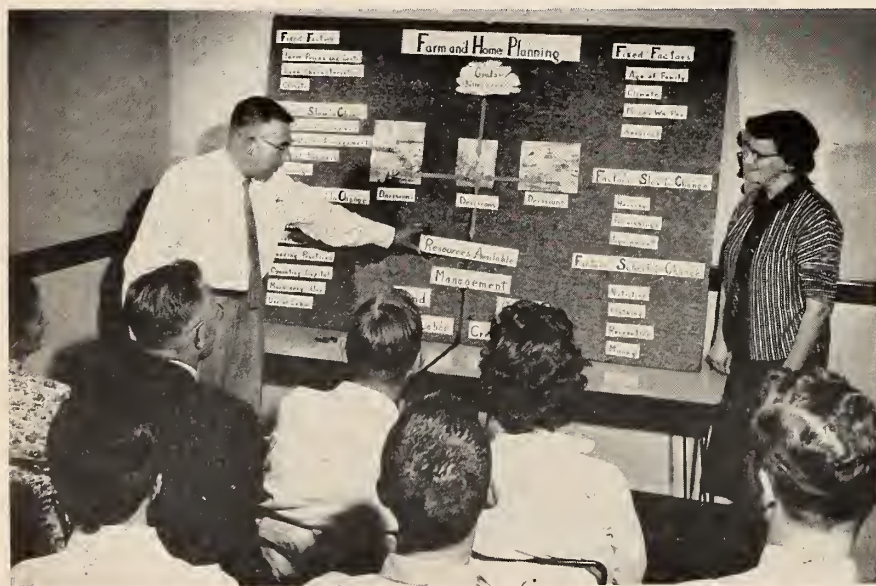
We have found it an ever present challenge in dealing with the problems of people who have different values, needs, and interests. We have come to realize that we assume a major responsibility as we help farm families shape their future destinies.

As farm families develop confidence in us, we no longer assume the role of teachers or disseminators of information. We also become counselors and advisors to help farm people see the relation of their individual problems to the total situation.

Our backgrounds as vocational agents (See Focus on Family, page 18)



The family is focal point in Farm and Home Development work. Agents above are assisting family in analysis of farm records.



Farm and home management principles are explained to farm families by Agents Taylor and Gallatin.



# Seeing How Others Do It

by DON HINE, Wayne County 4-H Club Agent, Michigan

**E**ASTWARD HO! One of the best ways to get ideas for a new program is to see how others do it. That's why four Michigan extension workers visited Massachusetts, Connecticut and New York to study 4-H programs as they are carried out in urban areas.

A visit to other States is a sound method of professional improvement, according to those who made this Eastern trip. To get the most value from travel study, of course, a great deal of preplanning is necessary.

In this case, we wanted to examine more closely the methods and projects used to attract urban and suburban people to 4-H activities in these eastern regions. Donald Hine, William Milbrath, and Charles Fischer, all urban 4-H agents, and Marie Wolfe, assistant State 4-H Club leader, set up the trip as a professional improvement venture.

## Our Work

In Michigan, an intensive program to promote 4-H Club work in urban areas has been initiated. Agents have been assigned to Flint, Grand Rapids, Detroit, and Kalamazoo to expand 4-H membership among city people.

For the most part, established patterns of 4-H Club organization and project work have been devised to attract urban boys and girls. In one city, organization is underway in selected highly urbanized areas, one of which is a low-cost housing development.

Community clubs are being emphasized in another city where elementary schools are the nucleus for the organization pattern. A parent committee is responsible for operation of the community club which is organized on geographic lines.

In another city, parochial schools have provided an organizational push. A parent is the administrative

leader of the 4-H Club work in each school. This parent locates leaders so members and school administrators are not involved in any way.

During the 3 years that this experimental program has existed, 4-H personnel have felt increasingly the need to visit regions where agents have been working for some time with urban people.

## Adult Support

Our first stop was in Middlesex County, Mass., part of greater metropolitan Boston. In conference with Agent Edward Knapp and his staff, prominent local features were discussed. Use of 4-H town committees, composed of leaders, parents, and other adults interested in 4-H Club work, appears to have application toward improving Club programs everywhere.

In addition, the Middlesex County 4-H staff recently completed its first 4-H institute for leaders which is expected to stimulate the county program. The series of meetings

held in connection with the institute did not include subject-matter training but emphasized the scope of 4-H, elements of sound local 4-H Club programs, qualities and functions of successful 4-H leaders, and other subjects pertaining to 4-H philosophy and policies. A certificate was awarded each adult leader who attended the series.

## Older Youth Appeals

Robert Bechtold and Mary Wadleigh, club agents in New Haven County, Conn., were visited next. That county has a population of more than 1½ million people, but only 12 percent of the 4-H members are classified as urban. Seventy percent are rural nonfarm.

A relatively high percentage of older club members (15 years and older) have been retained in the program through the use of new methods and activity-type projects. These older youth have been allowed to plan their own programs and have involved themselves in various community-service type projects. Many of their activities are recreational in nature and obviously meet the interests of the group.

Two counties located in the highly urbanized areas of Long Island, N.Y., also were toured. In Suffolk County, where John Berney works with three

(See *Seeing How*, page 23)



Preplanning is important to success of travel leave. Above are Michigan extension workers who visited urban centers to observe 4-H work.



# Where Classroom and County Programs Meet

by JAMES A. DUNCAN, *Extension Training Specialist, Wisconsin*

THE field extension course as a method of training county workers is rapidly becoming a vital part of Wisconsin's training program. This is a course in a systematic body of subject matter organized around the problems and needs of county workers and taught at some location in the State for approximately one semester.

The ever increasing complexity of farming and homemaking, with the need for new and more technological and scientific information, contributes to the importance of this intensive approach to training extension workers. Increased interest in graduate programs also has caused field extension courses to take on added significance.

During the past five years, over 100 county workers have completed courses in several subject matter areas. Extension officials responsible for developing the field courses have kept one dominant thought in mind—to build the courses around county needs in that subject matter area.

## *What We Cover*

Course emphasis has been on farm management, housing, farm buildings, farm law, soils, horticulture, and agronomy. In addition, many field courses have been offered by other departments through the University Extension Division.

Several county workers have built up credits toward their master's degree through field courses. Whether graduate credits are earned depends upon such factors as: the course and how it is organized, the status of the agent in relation to his enrollment in the graduate school, and whether the agent desires credit.

All field courses offered during the last 5 years have come about by direct requests. County agents have pointed out the need for courses and made arrangements with district leaders and specialists.

The need for help in carrying out Farm and Home Development prompted district leaders, county workers, and specialists to develop and conduct classes in the management area. Farm families in recent years have also been concerned with such problems as estate settlement, wills, transfer of property, social security, insurance, and water rights. County extension workers have been



called on increasingly to answer questions and hold meetings on these subjects. As a result, a course in farm law has been taught at three locations.

Extension program needs in housing and farm buildings have received considerable attention in field courses. The increasing amount of building taking place on Wisconsin farms, the highly technical and complex nature of house planning, wiring, heating, appliance installation, and remodeling are among the reasons why training in housing is needed.

The preliminary work, such as establishing the need and determining the interest of county workers is usually done at district meetings. Further basic planning is done by the specialists and resident staff members in conference with district leaders and the administrative staff. All instruction is arranged and conducted by extension and resident teaching staff members from subject matter departments.

Clark County Agent Stan Ihlenfeldt, who has taken three courses, says of the soils course, "It brought me up-to-date on changes in soil science. I was able to take a fresh look at recent soil recommendations and gained a better understanding of the concepts and principles of soil science."

Ernie Ehrbar, 4-H Club agent at Green Bay, says the horticulture course gave him, "First hand, up-to-date information about gardening, fruit production, landscaping and other horticulture problems. This helps me answer urban calls for information about lawn problems, tree diseases, and general garden problems."

Several home demonstration agents have taken the housing course. Loretta Zastrow, of Wood County said the course helped her to guide families in making many decisions on housing problems.

George Hartman, Langlade County Farm and Home Development agent, says "These field courses, plus further experience, give the agent confidence and know-how in working with people. Farm management helped him to teach farmers use of management principles in feeding dairy cows, use of fertilizer, and purchase of farm machinery and equipment."

## *What About the Future*

Under this program, the agents can get more complete training and are able to operate with a minimum of help from specialists. And with an increasing number of agents working on advanced degrees, it gives them an opportunity to build up some graduate credits.

The interest shown by county workers in this training and the needs of the Extension program give a strong indication that this type of training will increase. It brings together the classroom and the county program.





# TRAINING NEEDS for County Administrators

by HAROLD E. THURBER, *Imperial County Farm Advisor and Director, Calif.*

**W**HAT prompts an extension worker to feel a need for professional improvement? Is it lack of training for some particular task or has the job of extension become so involved that the extension worker must take advantage of all training available to him?

Certainly today's county director can long ponder the need for professional improvement. I have found it necessary to ask these questions: Where do I stand in competency as to the demands of my job? Where do I want to be? What is my goal?

## *Administrator's Job*

To answer these questions we must first determine what the job of county director constitutes. What are the demands placed upon the position?

It is not so simple as saying "a county director is the county extension administrator." The county director is a complex of personalities—an efficiency expert, a specialist in all fields, a stimulator of ideas, an organizer. He is a psychologist, a counselor in all things agricultural and much more. He is the administrator and often the economist.

He is a key agricultural leader of the county. Above all he is the key local representative of the land-grant college.

The job of such a county administrator is a real challenge. You might say a county director must be a jack of all trades and a master of most. If this be true, he must take advantage of every opportunity to improve professionally.

Regional and Statewide training conferences offer opportunity for an exchange of ideas between county heads, as well as new subject matter

knowledge. Both regular and extension summer schools are important to the administrator to advance himself professionally.

## *What Training Can Do*

Sabbatical leave permits the securing of advanced degrees. More important than any degree that may be acquired, though, is what the training will mean to the overall improvement of an extension program in the county.

Take a course in psychology, for instance. Yes, the county administrator is a psychologist. The ability of an extension head to work closely with his constituents is of utmost importance. It is of paramount importance that he surround himself with a top flight staff and, having done so, know how to guide them to their fullest potential.

Receiving sympathetic understanding from the county board of supervisors can mean an allocation of sufficient funds to administer the county office effectively. He must work closely and effectively with the State administrative and specialist staff to realize the maximum of assistance from both.

A summer course in psychology proved most beneficial to this writer. As a result of better understanding of human relations, the county has greater efficiency in programs of work, increased operational budget, modernization of office facilities, and many of the necessary tools to carry on an efficient extension program.

## *Policy Is Important*

The county head is called on as an expert in farm policy. Where can he better obtain this knowledge than through advanced training? In a summer school session at the University of Arkansas, I studied farm policy. The results of that course

are a better understanding of government's thinking on allotments, acreage reserves, subsidies, and such. Opportunities to use this information at farm and civic gatherings have been limitless.

California farming is big business. Policy decisions are a requisite of success. When called upon to assist in these decisions, the county director of extension must be available to lend a helping hand.

The success or failure of a county program may depend on the ability of its coordinator—the county director. No man comes to a county directorship prepared to fulfill all the demands of the job. The administrator, like any extension worker, must continually evaluate himself and his work.

In so doing he obviously will come to the conclusion that in order to keep up with the fast pace of our modern agriculture he must advance with an open mind—willing to learn new things, try new ideas, and face reality with a stiff upper lip.

## **AGENT'S ROLE**

*(Continued from page 6)*

ant need for an informal educational system available to all people, objective and factual in nature and responsive to the needs of the people. The specific duties of the county agent should always be determined by the unmet needs of the county and by the community resources available to grapple with these problems.

Extension should zealously guard against the temptation to become an end in itself or another special interest group in the county. By adhering conscientiously to the basic role of an educator, the county agent can be of best service to his county, gain most support for his program, and also find the greatest personal satisfaction in his chosen profession.





# Fellowships and Scholarships

## National Agricultural Extension Center for Advanced Study in Administration and Supervision

About 25 fellowships are awarded annually on a competitive basis to degree candidates or special students. For students without other financial support, these amount to \$4,000 for the 10-month academic year or \$4,800 for the calendar year.

Graduate assistantships involving part-time work are available also in the amount of \$130 per month, the work to be done in the center to assist with research or teaching.

Applications for admission to the graduate training program in the Center, including applications for admission to the University of Wisconsin Graduate School, for *either the summer or fall semester of 1959* must be received not later than March 1, 1959.

The Center for Advanced Study is sponsored cooperatively by the American Association of Land-Grant Colleges and State Universities, Federal Extension Service of the U.S. Department of Agriculture, the W. K. Kellogg Foundation, and the University of Wisconsin.

Persons interested in opportunities at the center should write to Dr. R. C. Clark, Director, National Agricultural Extension Center for Advanced Study, College of Agriculture, University of Wisconsin, Madison 6, Wis.

## National Committee on Boys and Girls Club Work and Massey-Ferguson, Inc. Cooperating with the Federal Extension Service

Six fellowships of \$2,400 each for 12 months of study in the United States Department of Agriculture under the guidance of the Federal Extension Service are available for young extension workers. Two of these fellowships are provided by the National Committee on Boys and Girls Club Work, 59 East Van Buren Street, Chicago, Ill., and 4 by Massey-Ferguson, Inc., of Racine, Wisc. Fellows may study at a local institution of higher learning or may organize an out-of-school program of study.

Three fellowships are awarded to young men, three to young women from nominations by State directors of extension or State 4-H Club leaders to the Extension Training Branch, Federal Extension Service, U.S. Department of Agriculture, Washington 25, D. C. Applications must be received by March 1. Application blanks may be obtained from the State director of extension. The age limit has been extended this year from 30 to 32 which means that an applicant shall not have passed his 32d birthday on June 1, 1959.

## Leadership Training

The Fund for Adult Education is offering some 20 grants for study and training to persons in the mass communications field and another 25 grants to individuals for practical experience, university study, or a combination of both in the field of liberal education. Liberal education is interpreted as being education in world affairs, political affairs, economics and the humanities, broadly defined. Deadline for filing applications for either or both is October 15 each year.

Within the broad limits of each program, candidates are free to propose any plan of study and/or practical experience they deem appropriate for their own improvement. Each award will be in an amount determined by the Fund to be adequate for the recipient to carry out the plan for which the grant is made.

The Fund has not set any minimum, maximum, or average amounts for the grants.

The awards in the field of mass media will be of special interest to those engaged in any phase of information work. The awards in the field of leadership training will be of special interest to those engaged in other phases of extension work.

Those who want further information and application forms should write (a post card will do) to: Leadership Training Awards, The Fund for Adult Education, 200 Bloomingdale Road, White Plains, N. Y. Specify whether your interest is in mass media or liberal education.

## Harvard University

The Graduate School of Public Administration at Harvard expects to offer Conservation Fellowships in the amount of \$3,000 each for the academic year 1959-60. The program is designed to provide training in the economic and political aspects of the conservation and development of renewable natural resources. Applicants should be men who are ready for advanced training and promotion. Completion of the program of 1-year entitles the Fellow to the degree of Master of Public Administration.

Applications are made through the State director of extension to the head of the Extension Training Branch, Division of Extension Research and Training, Federal Extension Service, U.S. Department of Agriculture, Washington 25, D. C., by March 15, 1959.

## Pfizer Awards

The Agricultural Division of Chas. A. Pfizer & Co. of Brooklyn, New York, has announced the sponsorship of four fellowships for travel or study to be offered in the fall of 1959 to home demonstration agents, one in each extension region. The awards are \$1,500 each. A minimum of 5 years experience is required.

Candidates are asked to describe in their applications the development of their county home demonstration programs, a detailed plan of how they propose to use their awards, and information on their personal and educational background. The study per-



iod is to consist of a minimum of 6 weeks.

Application forms may be obtained from the State extension director. One application from each State should be approved by the State selection committee and forwarded with a letter of approval by July 1, 1959 to the Extension Training Branch, Federal Extension Service, U.S. Department of Agriculture, Washington 25, D. C.

## **Horace A. Moses Foundation**

The Horace A. Moses Foundation, Inc., West Springfield, Mass., is providing 102 scholarships of \$100 each, 2 scholarships in each of the States and Territories, to qualified professional staff members of the Cooperative Extension Service. Applicants are nominated by their respective State extension directors to the scholarship committee appointed by the Extension Committee on Organization and Policy.

Preference will be given to a man and a woman county extension worker from each State if all other considerations are equal. The applicant shall not have previously received one of these scholarships and must be devoting one-third or more time to work with rural youth.

The scholarships are to be used for attendance at one of the approved short-term (3 weeks or longer) schools for extension workers. The applicant is to enroll in the 4-H course plus others of his choice.

Applications are made by April 1 through the State director of extension to the Extension Training Branch, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

## **Sarah Bradley Tyson Memorial Fellowships**

For a number of years the Woman's National Farm and Garden Association has offered annually the Sarah Bradley Tyson Memorial Fellowships of \$500 for advanced study in agriculture, horticulture, and the "related professions." The term "related professions" is interpreted broadly to include home economics. This year the association is again making available two such fellowships.

Applications are made to Mrs. Walter G. Fenton, Chairman, Committee on Applications, 20800 Moxon Drive, Mount Clemens, Michigan.

## **Farm Foundation Scholarships for Supervisors**

The Farm Foundation offers 20 scholarships to extension supervisors on the following basis:

The Farm Foundation will pay one-half of the expenses or \$50, whichever is smaller, toward the expenses of one supervisor per State up to 20 States enrolled in the supervisory course during the 1959 summer session at the National Agricultural Extension Center for Advanced Study.

Applications should be made by May 1 through the State directors to R. C. Clark, Director, National Agricultural Extension Center, University of Wisconsin, Madison, Wis.

## **Farm Foundation Scholarships in Public Agricultural Policy**

The Farm Foundation is offering 100 scholarships, 25 to each extension region, for county extension agents attending the regional summer school courses in public agricultural policy.

The Foundation will pay two-thirds of the expenses of the agents selected by the directors, not exceeding \$100 to any one agent. Both agricultural and home agents are eligible.

Applications for scholarships are made through the State director of extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

## **National 4-H Club Foundation and Sears-Roebuck Foundation**

In 1959, for the eighth year, we will have 50 scholarships available to extension workers for training in the National Workshop in Human Development and Human Relations. These scholarships are provided, through the National 4-H Club Foundation, by a grant from the Sears-Roebuck Foundation. The 6-week workshop will be held June 22-July 31 at the National 4-H Center, Chevy Chase, Maryland, in cooperation with

the College of General Studies, George Washington University.

As in the past, scholarship applications will be open to at least one man or woman extension worker from each State or Territory, provided they devote one-third or more time to work with or for youth. States are encouraged to name one or more alternates, because every State does not name a candidate each year. Applicants shall not have received one of these scholarships before. Size of scholarships will range from \$175 to \$225.

Application blanks may be obtained from the State extension director. Approved applications are to be sent by the State director to Extension Training Branch, Federal Extension Service, USDA, Washington 25, D. C., by April 1.

## **Farm Foundation Extension Fellowships**

This foundation offers fellowships to agricultural extension workers, with priority given to those on the administrative level, including directors, assistant directors, and supervisors of county agents, home demonstration agents, and 4-H Club workers. Individuals being trained to assume administrative responsibility will be considered; specialists will be considered if the quota is not filled from supervisory staff. Fellowships will apply to staff members of the State extension services and USDA.

Courses of study may be pursued for 1 quarter, 1 semester, or for 9 months. The amount of the awards will be determined individually on the basis of period of study and need for financial assistance. Maximum grant will be \$4,000 for 9 months' training.

It is suggested that the courses of study center in the social sciences and in courses dealing with educational administration and methodology. Emphasis should be placed upon agricultural economics, rural sociology, psychology, political science, and agricultural geography.

The fellowships to administrators and supervisors apply in any one of the following universities and colleges: California, Chicago, Cornell,

(See *Scholarships*, page 14)



## A CASE

(Continued from page 5)

in the area of program development, including techniques of recognizing and analyzing problems, securing background data, and using group processes in arriving at appropriate programs. Other choices included work in evaluation, leader training, techniques in communications, and general teaching methods.

Prof. J. Paul Leagans of Cornell sums up well the competencies required of extension workers. These are broad categories and their content is not considered static. Here, in consolidated form, is his list of important areas of understanding and knowledge in which extension agents must possess competence: technical subject matter; understanding the Extension Service; human relations; program planning, objectives and goals; organization; counseling; working with local leaders; teaching principles and practice, especially in extension education; evaluation; and communication.

Training needs of individual agents are usually different. Consequently each one will want to sort out areas in which he could profit most by additional study.

State extension personnel work hard at keeping subject matter developments at the agents' finger-tips. Similarly, most States are making real efforts to provide in-service training in the other areas.

These activities are commendable and are an important part of an extension professional improvement program. However, for some needs more intensive work may be required.

Extension summer schools offer a curriculum pointed toward modern day training needs and are within reach of nearly every agent. More and more agents are taking advantage of study or sabbatic leaves often combined with scholarships or other grants to do intensive graduate study at a variety of institutions offering courses of special interest to extension workers.

Extension workers have long been recognized for their ability to keep professionally abreast of changes. Recently these changes have been coming with faster tempo and some with more profound significance. Extension's future contributions can only

be as great as the level of professional competence its personnel attains.

## ADJUSTING

(Continued from page 4)

Regular sabbatical leaves, preferably for an academic year, are desirable to give a better chance for sustained study. A half-year may be all right after graduate work is completed, but otherwise it is too slow a rate to permit a person to get a degree. Use of Federal funds to stimulate advanced study can be helpful. We need to emphasize more research and study in extension methods, program planning, and even in subject matter at the graduate level.

Our goal should be a Ph. D. for a much larger number of county agents and for all extension specialists and administrators. While I do not worship degrees as such, they are the most effective way yet devised to stimulate continued professional growth and development.

Let us look to our good, experienced men and women and help make it possible for them to take advanced study for continued growth, and have a salary schedule that will justify the best possible training for capable, workers. Only in this way can we be sure that the Extension Service will grow and develop in service to all the people, and merit the continued support and confidence of the public.

## GROUP DEVELOPMENT

The 13th Annual National Training Laboratory in Group Development will be held this year at Gould Academy, Bethel, Me. from June 21 to July 10.

The session will be devoted to more effective development of human relations knowledge, insights, and research on the part of various professional and volunteer leaders; and to development of ability to overcome resistances to change in organizational and community situations.

The Laboratory is sponsored by the Division of Adult Education Service of the NEA and its faculty will come from the universities of Boston, California, Columbia Teachers', Delaware,

Kansas, Michigan State, New York, Utah, Northeastern, and Vanderbilt. For further information write Mrs. Aileen Waldie, National Training Laboratory, 1201 16th Street, N.W., Washington, D. C.

## SCHOLARSHIPS

(Continued from page 13)

Harvard, Illinois, Iowa State, Michigan State, Minnesota, North Carolina State, and Wisconsin.

Applications are made through State directors of extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

Applications should reach the Farm Foundation not later than March 1.

## Grace Frysinger Fellowships

The National Association of Home Demonstration Agents has set up two fellowships named for Grace E. Frysinger.

The fellowships are for \$500 each to cover expenses of a home demonstration agent for a month of visiting other States to observe extension work. Each State may nominate one candidate, and the selection of the agent to receive the fellowship will be made by the National Home Demonstration Agents Association.

Applications are handled by the State Association fellowship chairman, in cooperation with State home demonstration leaders.

## Sociological Internships— Rutgers

Four Sociological Internships of \$2,000 to \$2,400 are offered by Rutgers University. The internships provide for half-time course work at Rutgers (the State University) and half-time research at the New Jersey Department of Institutions and Agencies. These are designed for students with special interest in corrections or mental health. The grants are tax free. (Tuition may be remitted.)

Applications for admission to the graduate program should be made directly to the University Director of Admissions, Rutgers—The State University, New Brunswick, New Jersey, not later than March 31, 1959.



# Study-Travel Leave - -

## A Winning Combination

by RUTH E. CRAWFORD, Home Advisor,  
Humboldt and Del Norte Counties, Calif.

**M**y 3-in-1 sabbatical leave took me to New York City and Moscow with several stops in between. This was a most stimulating way to spend a leave—studying at Columbia University, traveling in seminars, and travel on my own.

I looked on the leave as the opportunity of a lifetime. So I included both graduate study and a face-to-face study of life in certain European countries. Fortunately, the two goals dovetailed and the semester of graduate study actually gave me much preparation for the study abroad.

The leave broadened my understanding of people. This will show in every part of my future teaching program. The studies at Columbia University suggested new approaches to influencing change in others. The need for every family to realize that changes of various kind are normal and to be expected will be emphasized more.

I know that I'll continually suggest how interrelated this world has become. I'm even more enthusiastic about the International Foreign Youth Exchange program and plan to study at least one foreign language.

### School Studies

I spent the 1958 spring semester at Columbia University Teachers College. There I chose courses which I felt would contribute to understanding family problems in this jet-propelled century. In such courses as psychology of family relations, international cultural relations, anthropology and education, and others, I could feel my outlook broadening.

One course, professional resources of New York City for home economists, proved exciting. It included

visits to such places as the research laboratories of a large chain department store, a foods testing kitchen, the food service department of a large hotel, and Manhattanville Community Center where housing, recreational, and cultural facilities have been provided for people of many cultures living in one community.

Consciously, I also began obtaining an international viewpoint which would serve me in the next phase of my study. I visited the United Nations sessions five times. Life at International House where many of the 600 resident graduate students came from 60 other lands was an experience I'll long remember.

### Traveling Seminar

The second part of my study began as my resident work at Columbia University ended. The university had arranged a traveling seminar with stops in London, Copenhagen, Moscow, Warsaw, and Brussels. The purpose was to provide first-hand observation of social, technological, economic, and cultural changes in the cities visited, with special implications regarding youth and education.

The seminar took us into classrooms, from kindergartens to universities, of England, Denmark, Russia, and Poland. We also conferred with ministries of education and teachers' unions. As a part of the seminar, I attended symphony concerts, ballets, cinemas, theaters and other cultural expressions of both the iron-curtain and free countries.

In Moscow the seminar visited a cooperative farm and, through interpreters, we were able to talk with the teachers and several mothers.

Being greatly interested in how



Home Agent Crawford unpacks souvenirs from her graduate study-travel leave.

different peoples lived, I often arose early to visit the markets, stores, and shops before seminars started. This was a good way to learn about the everyday customs and habits of the people.

### My Own Travels

The third part of my leave found me on my own in various European countries. My aim was to see as much of these countries as possible getting first-hand experiences among the people and seeing some of those things I had read about.

Friendships developed at International House in New York helped me establish contacts in the various countries. While in Cologne, I was entertained by the mother of a student I had met at International House. In Stockholm and Malmo, Sweden and in Copenhagen, Denmark, I visited with families whose relatives I had met in New York.

In Holland, I visited cheese farms, flower markets, and fish and produce markets, and took part in a guided tour of farming areas. Two weeks in Norway and Sweden proved both educational and interesting. Switzerland with its well manicured farms showed how farmers produce a livelihood on small acreages. Germany, France, and Italy all contained much of interest.

As soon as I returned to my home counties, I planned ways to make

(See Study-Travel, page 18)

# Summer School . . A Valuable Experience

by H. K. NICHOLSON, Anne Arundel County Agent, Maryland

EARLY in 1958 when my supervisor approached me about attending summer school, I was somewhat indifferent. I had frequently considered returning to school for a semester refresher in extension methods and procedures. But could not see how I could just "up and go" to school for 3 weeks at that time.

Perhaps my principal drawback was financial. However, the guarantee of sharing in the cost of the 3 weeks' session convinced me that this was an opportunity I couldn't pass up.

One requirement in accepting the scholarship was that a course in farm policy be included. I accepted and from July 6-21 studied farm policy and extension program planning at Cornell.

## *Enjoyable and Profitable*

These 3 weeks were perhaps the most valuable ones I have ever spent in a classroom. I had been out of school since 1947 and, although I have attempted to keep up to date with technical advances, it is time consuming and difficult to do while on the job. So the 3 weeks were both enjoyable and profitable.

No matter how you figure it, it's a big job keeping up with rapid changes and multiple programs in modern agriculture. In the farm policy course we studied government participation in agriculture from the early history of our country up to the present time. Probable future participation was discussed along with possible consequences.

This course is proving valuable in dealing with policy in agriculture in my county.

The other course, extension program planning, was equally interest-

ing and was adaptable to the extension program in the county. The central point was the development of a county program based upon the needs of the people. It dealt with methods and procedures of involving people in helping to plan and carry out the program they feel they should have, based upon their needs.

The class was divided into five groups. Each group was assigned a special problem to discuss and present to the rest of the class. After each presentation the topics were discussed and evaluated with reference to extension use.

Members were also asked to develop a special problem in connection with a need in their home counties. So I worked out details for organizing commodity planning groups in my county.

Summer school is a marvelous experience. In addition to technical information, workers have an opportunity to study objectively the extension program in their own counties.

This was a valuable and much appreciated experience. It gave me an opportunity to bring myself up to date on what is going on in areas other than my own particular county. Summer school should be experienced periodically by all extension workers.

## SCIENTIFIC APPROACH

*(Continued from page 3)*

and family questions. Often this happens because they are not convinced about the first two questions, why get further education and what kind they need.

Next, where should you go? What colleges offer the kind of education you want? Should you take leave for a year and work for a degree, or should you go to an extension summer school and start work on a

degree? Agents often do the latter to see if they can still do college work. After a short period of adjustment, most not only find they can but can do it better than they did as undergraduates. Even agents with years of experience find this to be true.

And now, finally, what will you get out of it? What will its worth be to you?

These are some things agents have told me. "It has been an investment in the future. It has increased my marketable abilities. I am better qualified to do extension work."

## *Know How and Know Why*

"My mind has been broadened. I have been exposed to new ideas and expanded my thinking. It has given me a better understanding of people and this is so important to an extension agent. I didn't get much detail on how to do extension work, but I got the broad principles and understandings with some applications; now I can make my own applications. It changed me from a mechanic to an engineer in Extension. I not only know how, but I know why.

"Association with agents from other States and discussions of common problems are not the least of the values of further education. This is an enlightening and broadening experience.

"It has been a satisfying experience and has been worth all the effort. I am glad I did it. It was quite an experience for the family, too. It was a good educational experience for the children."

Reading this issue of the REVIEW will help you decide whether to get or not to get further education. Discuss it with your district supervisor, your family, and your county board. Get all the information you can.

If you use the scientific method, you won't let your subjective feelings influence your decision too much. Base it on the cold facts and apply reason. If the balance is in favor of not getting further education, you can feel confident that you have considered all the facts. If it is in favor of getting further education, put your power and energy behind it and get your money's worth.



# Training for Work in Rural Development

by RALPH RAMSEY, *Rural Sociology Specialist, Kentucky*

**M**ANY people in low-income areas are lacking in education, health, capital, or even the willingness to accept the risk involved in increasing income. Farm people in these areas are usually: older people who get income mainly from returns from capital, savings, or some form of social security payments; young people just getting started who have little capital; and the chronic low-income people who are lacking in several of the necessary characteristics.

The major problem of the latter group is their acceptance of low-income as being a normal condition. So an extension worker's job with this group may be to change attitudes of people rather than to supply up-to-date research information.

With some low-income people, the agent may be more a social worker than an information-giving educator. The wants, standards, and aspirations of low-income people are quite different from those of the usual family with increasing income and increasing level of living.

In addition to the usual technical training in agriculture and home economics, there are other considerations. Nutrition and health are of

primary concern for all types of low-income farm people.

The English say that in order to teach Latin to John the teacher should know the subject of Latin and have some understanding of John. To have complete understanding of the people, the agent should have the experiences of living in both a growth climate and a low-income situation. Since this is impossible, we will consider the next best training.

## *Additional Training*

First, the kind of social climate in which the agent has grown to maturity is a given condition. This is usually a middle income situation with college training being evidence of a desire for continuing growth. What additional training experiences are needed to supplement the experiences of living?

Course work is important in the nature of low-income (young, chronic, and older people), the related causes of low-income (ratio of people to resources), the effectiveness of improvement programs which are subject to control (school system), the level of aspiration and kind of think-

ing, concepts of motivation, group work, personality, and some theory of social action. Such courses are offered in anthropology, sociology, economics, and psychology.

## *Getting Practice*

Opportunity to apply the ideas gathered in course work is recommended. This should be an apprenticeship or intern type of work with a supervisor to assist in relating theory to actual conditions. This stage of the training should result in an ability to talk and think like low-income farmers and at the same time see their long-time potentials.

Two types of relationships need to be practiced. The trainee should counsel with individual families considering their individual differences and practice group work by utilizing the existing leadership among the low-income families.

At his first job location the agent should have the responsibility for initiating a program and putting it into operation. This involves keeping up with current research in group action, social change, and personal-

(See *Rural Development*, page 18)



Howard Phillips, Monroe County, Ohio, agent in Rural Development, demonstrates trimming of young Christmas trees in school forest.



Understanding of market demands and farmers in obtaining fair price. Above is strawberry grading demonstration in Somerset, Ky.



## FOCUS ON FAMILY

*(Continued from page 8)*

riculture and home economics teachers laid the groundwork for our teaching experience. But we felt that after 3 and 4 years in extension work, one of the best opportunities available for us to gain a better insight into ways of working with families was to attend a regional summer school. We also felt that if we could attend at the same time, we could better coordinate our thinking and planning.

The University of Wisconsin offered two courses which we thought would fit our needs. One course involved the concepts, principles, and facts needed in farm and home development and how assistance is given farm families in making sound decisions. The other dealt with the principles of sociology and social psychology as it applies to the selection and training of volunteer leaders, forms of individual and group motivation, participation patterns of rural people, increasing the effectiveness of organized groups, and ways of determining the needs and resources of communities.

### *What We Gained*

One of the greatest dividends from summer school was the opportunity to share experiences and ideas with other extension workers from all parts of the United States, Puerto Rico, and Canada.

The urgencies of the issues at hand often prevent us from doing important advanced planning. But when we were at summer school—away from our everyday environment, we had opportunity to gain a better perspective of the work to be done.

One of the more intangible returns from the 3 weeks was the inspiration that we gained. We feel it is of the utmost value in doing our work more efficiently.

An important concept gained from our summer school is that the family, rather than the farm, is the focal point of Farm and Home Development. Our objectives in Farm and Home Development are two-fold—to develop the farm family and to help farm families reach solutions to their problems.

We learned that every phase of the extension program hinges on effective use of the management process. As stated in the Scope Report, Extension's objective is, "the development of people themselves to the end that they, through their own initiative, may effectively identify and solve the various problems directly affecting their welfare."

## STUDY-TRAVEL

*(Continued from page 15)*

the leave meaningful to others. Photos and other visuals were presented before some 800 persons during my first few weeks at home. This was a vehicle to explain our extension program to those not familiar with it, and to reemphasize it to those with whom we had worked. The mass media gave wide coverage to my reports.

I am grateful to those who had encouraged me in taking sabbatical leave. This includes State and county extension staffs and many families in the counties I serve. The Pfizer Fellowship Award not only gave me substantial monetary help but added an intangible lift that made me especially proud to be seeking professional improvement.

### *Meaning to Others*

This encouraging letter from a homemaker seems to be typical of the feelings of many in our area:

"Now that you are back with us again, I thought I would like to tell you what your graduate study and your months of travel and study in Europe mean to me, an average member of one of your home economics groups.

"It means more than just the pleasure and satisfaction of seeing a dear and deserving friend realize a life-long ambition. It was as if a small part of myself went with you—not just part of my heart in love and good wishes, but the part of me that is a mother and wants firsthand knowledge of the joys and sorrows of the children of other lands; the part of me that is just a woman with a woman's curiosity about the women of far-off countries that I know I shall never see—how they dress, how they cook, and run their homes.

"I knew that when you saw a particularly beautiful piece of fabric, you would think of me because I love to sew. When you tasted a new and delicious dish, you would think of some other homemaker because she loves to cook. How did I know this? I cannot tell you.

"How did you, after many months and thousands of miles of travel, know the names and personal interests of hundreds of women living over hundreds of square miles? I cannot tell you that either. But I know that the trip for you was wonderful and for those of us now privileged to share it with you, it is wonderful too."

## RURAL DEVELOPMENT

*(Continued from page 17)*

ty, as well as technology. Educators as well as those with whom they work need to keep up with day-to-day innovations that affect their programs. A continuing evaluation scheme should be developed to help in assessing one's strengths and weaknesses.

The show is really on the road with the second job location. Work habits have been formed, contacts have been established with other workers who have similar problems, attitudes have been developed toward experimentation in methods, and skills have been developed in how to work with different approaches and techniques. The strategy of planning has been developed so that the worker can quickly decide when to be bold and when to coast. The worker has developed confidence in his own ability. Empathy is established with clientele. Objectives are clear.

After such a training program, the agent can combine the best features of the inductive-deductive methods of science with the trial-and-error methods of tradition. He will be more interested in other people's problems and methods of thinking than in getting his own ideas accepted.

The agent can be comfortable thinking as a low-income and middle-income person at the same time. He can "begin with people where they are" and at the same time not rest until they become different.



# OPPORTUNITY KNOCKED

by RUTH BRASHER, Assistant State 4-H Club Leader, Oregon

**C**ONGRATULATIONS! You have been chosen as one of the six 1957-58 National 4-H Club Fellows. Can you accept . . ." This telegram brought the news of a dream come true.

This was a dream come true because a need for advanced study was impelling me to do something. If I were to serve the folks with whom I work more fully in the future than in the past, I would need more training today. This desire for more training had been stimulated by the constant challenges of working with people—also by in-service training experiences as a county extension agent. After recognizing the need for training, the natural step was to investigate how to get it.

The investigation revealed many types of fellowships, assistantships, scholarships, and grants. The variety of opportunities is almost unlimited. Such wide possibilities presented questions—What are the merits of each? Which would give the greatest opportunity for development? Which would more fully equip me for my job?

## *Narrowing the Possibilities*

One by one the opportunities were critically analyzed. One by one the pros and cons of each were segregated and evaluated. The result—my number one choice was a National 4-H Club Fellowship.

The 4-H Fellowship was at the top because the opportunities it embodies go beyond those found in most programs for advanced study. This fellowship is designed to give young extension workers the opportunity to go to the Nation's Capital and there to feel the pulse of this great land.

The course program is developed by the Fellows and the office of Dr. Mary L. Collings in the Personnel Training Branch of the Federal Extension Service. One phase is carried out through conferences with people in positions of responsibility in sev-

eral executive departments of government.

Time is planned to visit your Congressmen and Senators and to visit House and Senate sessions as well as a wide choice of committee hearings. There is opportunity also to visit the Supreme Court.

These opportunities not only provide factual information relating to the agencies and programs, they are thought provoking and stimulating and a real study of human relations. This was one way to satisfy my desire to learn more about people and how they work individually and as groups.

Official visits include the Archives, Library of Congress, Pentagon, Voice of America, Smithsonian Institution, and Pan American Union. Other visits are made to agencies and groups outside of government such as the National 4-H Club Foundation, major farm organizations, AFL-CIO, and American Home Economics Association.

Cultural and social development are not overlooked. There are opportunities to attend concerts, plays, ballets, dinners, and various other social gatherings.

All this is but one phase of the program. The fellowship's solid core is opportunity for study toward an advanced degree. The study program can be developed with guidance from the Federal Extension Service staff as well as the graduate school and advisor. Fellows have a choice of graduate work at any one of the six universities in the Washington area and may also include courses at the USDA Graduate School. Studying for an advanced degree in this program is optional, so it provides opportunity to select graduate work from a wide base.

Adult education received the nod as my major because even 4-H Club work is largely adult education. Intermingled with these courses were classes in sociology and research



methods which helped to develop a questioning attitude. Why did this program succeed and that one fail? What did I do or not do?

A vital part of my graduate work and a challenge from start to finish was my thesis. The challenge began with the selection of a research topic and stayed on through development of the interview schedule, conducting the interviews, tabulating and analyzing data, and then putting it all together. This was one of the most valuable experiences of my life.

## *More Extension Activities*

The fellowship opened the door to participation in and attendance at FES and National 4-H Club gatherings. These included the FES annual conference, Outlook Conference, 4-H Club Conference, National 4-H Club Week activities and National 4-H Club Congress.

Club Congress—this reminds me I have thus far been so absorbed in relating the scope of the program that I have not mentioned that the Fellowship is sponsored by the National 4-H Club Committee (who sponsor Club Congress) and Massey-Harris-Ferguson, Inc. The fellows are the guests of these two groups in Chicago and Toronto for a week prior to going to Washington, D. C. Here truly comes the first glimpse of what the future holds.

Yes, the 4-H Fellowship assisted me in more fully equipping myself for my role as an extension worker. Opportunity knocked and I answered. The need I felt to learn more about my job and about people could be satisfied—at least for the present—and I hoped it would stimulate me to never cease to learn.





## A COUNTY CAN CARRY ON

by MAYNARD C. HECKEL, *Training Specialist, Virginia*

**C**AN my county get along without me? This is the question raised by many extension agents when they are contemplating various professional improvement activities.

These opportunities might include extension summer school or other professional improvement programs. In any case, the proposed activity would take the agent from the county for a period of time. Often the county program seems so full that it appears unthinkable that an agent could be away.

The county agent plays a vital role in conducting an extension program. A county can, however, get along without an agent for limited periods of time, if a planned procedure is followed in preparing the local people before the agent leaves.

The fact that the agent takes leave for professional improvement may greatly benefit the agent and the people. The agent, as a result of participating in a well-planned and organized learning experience, will return with a "new look" at his professional responsibilities and the county program.

The people, on the other hand, can also benefit. They may come to realize that they have and can continue to make a real contribution. They may also realize, even more, the need for professional extension leaders.

This situation will not "grow like Topsy". It must be developed. What can the agent do in preparing for his absence? The agent must be willing to invest time and effort. This time and effort, however, should prove to be well invested and result in a stronger and more effective program in the future.

It seems logical that the first step

would be to receive approval from the group that will assume responsibility for the program while the agent is away. This includes supervisors, other extension agents in the county, and lay leaders. At this same time, the agent should familiarize these people with his or her proposed study program. This will help the folks realize the importance and value of this effort.

Next the agent must clarify for the members of the various committees their roles during his absence. This will help lay leaders recognize many things that they may continue to share with the agent after his return. Clearly defining the work to be done, however, is of utmost importance.

As the agent prepares the lay leaders for the time he will be away, he should instill in them the fact that he has real faith in them and the job they can do. The agent may soon discover that certain leaders can accomplish some things more effectively than he.

### *Set Goals*

It may prove valuable for the agent to outline a special plan of work with the various committees—setting goals to be achieved. This plan should be reviewed with other agents in the county, be realistic, and fit the circumstances. It will help to serve as a guide for committee members and provide them with satisfaction as accomplishments are noted.

The preceding suggestions actually center around the agent's philosophy concerning leadership and what it means to Extension. It is easy to feel that local people can help the agent with the extension program,

but that the entire success or failure of the program hinges on the agent alone.

Real faith in lay leadership, however, makes one quickly realize that the more people help themselves rather than help the agent, the more successful extension work can be. It is because of this basic philosophy that time and effort are necessary to help local people see possibilities for their contributions.

If you are thinking about taking advantage of some future opportunity that will lead to your professional improvement, don't give up the idea because you think your county can't get along without you. You may be surprised, once you have adequately prepared the lay leaders for your absence, at what this absence may mean to the future extension programs in your county.

When the agent returns, the team will be a stronger one and the experience will pay dividends. Take leave with confidence in local people and a feeling that no one is indispensable.

## AND HOW WE DID

by EVELYN ROBBINS,  
*Windham County Club Committee,  
Connecticut*

**H**ow can we possibly get along without him? This was our county 4-H Club committee's first reaction to Maynard Heckel's request for leave of absence.

We were thinking of how much he had accomplished with 4-H'ers in the past few years. He applied the slogan, To Make the Best Better, to all phases of his job.

This slogan could easily have been applied to his plans when he asked for leave. Our agent wanted time off to improve his education.

At once we began to plan for his absence. Several of the committee members had helped guide 4-H activities before. So, with a well-planned program for the coming year, we shouldered Maynard's job.

During his year at school, our agent learned the value of giving local people a job to do. At the

*(See How We Did, page 23)*



# Training to Fit County Needs

by ROBERT LAMAR, Grady County Agent, Oklahoma

**P**ROFESSIONAL training serves county agents and the extension program best when it can be directly applied to needs within the county.

This statement may seem too narrow at first glance. Yet real skills in working with people will be retained wherever they are transferred. Past achievements in recognizing needs, organizing resources, and executing program plans strengthen the chances for success in any social situation.

Some examples of the close relationship of professional training to county problems are evident in Grady County, Okla. Early graduate courses taken by the county extension agents in organizing and planning county programs, extension psychology, and group dynamics were helpful in developing such farm organizations as the Extension Advisory Council, USDA Council, Cattlemen's Association, Sheep and Wool Producers' Association, Dairy Breeders' Association, Poultry Federation, Soil Improvement Association, Certified Seed Producers' Association, 4-H Club Federation, and County Fair Associations.

## *Wide Range of Courses*

A soils problem course was applied in setting up a county soil testing program. Since 1950, 8,553 soil tests and soil improvement recommendations have been made by agents in Grady County. The County Soil Improvement Association has leased 20 acres for a 10-year research program to be conducted by Oklahoma State University research scientists. The county agent's research for his master's thesis dealt with organizing an educational program for soil improvement.



Chemical weed control is needed on many Grady County farms and the agent must have the right answers. Agent Lamar (left) and farmer examine weed growth in pasture.

Information gained from artificial breeding courses resulted in the first "do-it-yourself" artificial breeding organization in the country. More than 25 dairymen have been trained in the technique and 12 dairymen now maintain herd improvement demonstrations, breeding 300 cows annually from a frozen semen supply kept at their individual farms. They report conception rates equal to or above the rate for natural breeding.

Courses in turf grasses and landscaping have been helpful in meeting urban demands for assistance. The results include 51 plans for farmstead design and landscaping development demonstrations in the county.

Journalism courses in communications and specialized reporting help coordinate the total farm and home program through mass media. This multiplies the efforts of 90 farm and agribusiness leaders who serve as directors and officers of the various associations.

Courses in marketing and farm management were taken for balance and guidance in these fields, and particularly for use in the Farm and Home Development program.

## *Using New Knowledge*

County Agent Lamar is called on to contribute time and effort to civic and community service. For example, he served as a member of the steering committee to secure passage of county bonds to build a \$2 million county hospital and a \$2 million

lake water supply for the county seat. Social studies and communications courses taken as a part of his graduate work helped Lamar with these projects.

Another first for Grady County was securing approval and cooperation of agricultural agencies in building road fill dams on county roads. These dams serve the three-fold purpose of supplying stock water for farmers, controlling flood water and erosion, and replacing wooden bridge structures with permanent fills.

Grady County was the first in the nation to introduce this program and get approval from cooperating agencies and officials on National, State, and county levels. Over 75 such structures have been built and are controlling run-off water from more than 8,000 acres.

At the present time, Lamar and Assistant County Agent James Barnes have M. S. degrees in rural adult education and B. S. majors in animal husbandry. Associate Agent Donnie Northcutt has an M. S. degree in agronomy and a B. S. in animal husbandry.

With appropriate guidance and advance planning from the State extension staff, this graduate work has been completed without great loss of time from the county. This does not mean that professional improvement has ended for these agents. They expect to continue advanced studies where training is needed to keep pace with changing farms and homes of tomorrow.



# Top Priority Given to Advanced Training

by R. H. McDOUGALL, Butler County Agent, Pennsylvania

FULL support of the three national professional improvement associations, the NACAA, NACCA, and NAHDA, is behind the effort to coordinate a number of the programs and activities of these associations.

The Council of Extension Organizations, consisting of two representatives of each of the associations, was formed in December 1957 in Chicago for the correlation of the work of the mutual interest committees. Avoidance of unnecessary duplication was given priority.

At a council meeting in Washington, D. C. in June, the work of the professional improvement committee was considered. It was agreed that professional improvement was an area of mutual concern that should be explored first.

## Program for Training

The following program approved by the officers of the three associations received the approval and commendation of the Extension Committee on Organization and Policy.

Extension agents need a continuing education. Four years of college training is no longer adequate for extension workers. Those who continue in the profession need:

1. Inservice training to keep up with the job day by day.
2. Guided advanced training after experience has been obtained.
3. Guidance and encouragement in advanced training by State and Federal administrations.
4. Every opportunity available to provide encouragement for professional improvement, including scholarships and fellowships, visiting other agents at work, and travel.
5. Temporary replacements while the agent is training.

Our professional standing with others in the education field demands that we obtain advanced training.

Each agent should be encouraged to keep an up-to-date record of his professional improvement and have it included on his personnel record.

Where advanced study is combined with good job performance, recognition should be given the agent through salary adjustments.

## Recommendations for States

The Council of Extension Organization recommends three practices for States in order to encourage professional improvement.

Each State should form a council of extension personnel including both State and county workers to consider professional improvement problems and solutions. Each agent association should encourage agents to investigate and make application for scholarships about 2 years in advance of the time they expect to study. Each State should designate a person to keep information on available scholarships and fellowships and encourage agents to make application.

## PAVING THE WAY

(Continued from page 7)

may be granted all professional workers for professional improvement each year. This may be for study at Oklahoma State University or another school selected by the individual.

Extension agents are eligible to participate in the sabbatical leave granted to the regular academic staff on the campus. This is for one-half of base pay for not more than one year.

The 3-week extension summer school on campus will continue to offer selected courses at the graduate level.

Orientation and training of new workers will be continued. Each new worker will be given 2 weeks of induction training before assignment

to a county. Plans are to have all new employees spend a minimum of 3 months after the induction training in a county on an acting basis before being assigned to the county in which he is to work.

## Graduate Offerings

The colleges of agriculture and home economics will continue to provide courses on the graduate level at centers over the State. These courses are those needed by the agents to help equip them to do a more effective job of teaching and serving the people. Some will be in the field of technical subject matter.

In-service training must be continued. This will include special short courses, conferences, field days, and training in communications. Extension agents have been given 9 days in communications training and plans call for continuation of this work.

A team of extension personnel will attend the communication training school in Athens, Ga. When the team returns, it will continue the communications training, thereby giving all Oklahoma extension personnel benefit of the National Project in Agricultural Communications. It is also planned to give all new agents a minimum of 2 weeks of communications training on the campus.

## Schooling On-the-Job

Major emphasis must be placed on on-the-job training for agents. It has been found under most conditions that 3 weeks is the maximum time an agent can be away from his county. Most agents are not financially able to spend 6 months or a year in school. So if many of them are to complete requirements for the M. S. degree, it must be made possible for them to meet these requirements on the job. This means arranging for courses to be taught at graduate centers over the State, as well as continuing our extension summer school.

Since starting the 3-week extension summer school in 1952, 37 agents have completed all requirements for the M. S. degree. Records show 96 men agents and 53 women agents with a study plan for their M. S. degrees at the present time, having



completed 9 or more hours. As a result of this program the dean of resident instruction in agriculture and the dean of home economics have established an M. S. degree in Rural Adult Education, which is especially designed for extension agents.

With a liberal plan for educational leave for agents and special courses being taught at graduate centers over the State, many of the 149 agents now working toward advanced degrees can expect to complete their graduate program and receive the M. S. degree.

## HOW WE DID

(Continued from page 20)

same time, he gained ideas on how to help people assume more responsibility in the fast-growing 4-H program.



As a result of his guidance, our county committee now takes an active part in building and carrying out all phases of 4-H work. Each one realizes that he is needed in this job. Work is no longer left to just a few.

Another especially valuable part of Maynard's training developed through his thesis. His subject, the importance of a good county club committee, called for intensive study. From the angle of a student he worked with us for a week—asking questions and seeking ideas.

## Multiple Results

This study had a double-barreled effect. Not only did it help our agent-student, but it made us recognize how important this committee really is. The more we talked about our duties, the more we realized how much we could do to help agents strengthen 4-H programs.

Not only did Maynard receive pro-

fessional improvement, he brought back a world of inspiration and a realization of the many tasks the county committee should do.

Since then, this added education has enabled Maynard to take another and better job in a larger field. But the new ideas and guidance that he brought back to us are still felt. They are urging us on with the work of helping our youth To Make the Best Better.

## SEEING HOW

(Continued from page 9)

assistant agents, we were shown several projects which have been either designed for use in urban areas or have adaptability for application in such locales. These include various arts and crafts, indoor gardening, terrariums and aquariums, home grounds improvement, and a relatively new project covering lawn power equipment.

In Nassau County, we conferred with the eight club agents on methods of organizing new clubs, means for providing leadership training, and subject matter projects. Agent Dorothy Flint arranged for us to either accompany agents to a local club meeting, observe a leadership training session, or observe one or more agents in organizational situations.

Perhaps the most salient features of the Nassau County program are the intensive leadership training that is provided and the extensive facilities that are available to carry out this phase of work. The extent to which the people in the county support the 4-H program is reflected in the funds appropriated to defray the costs for rental of rooms used primarily for leadership training.

## Agents' Reactions

It is interesting to note the reactions of the Michigan agents to what they observed and what they are hoping to implement into their respective programs.

Don Hine (Detroit): "Some of the projects the other States are using should be a big help in attracting new members in and around Detroit. I also want to try some organizational methods that seem to work in urban areas."

Bill Milbrath (Kalamazoo): "The most important thing I will be able to apply is the leader training methods such as the leaders' institute and the intensive subject-matter training methods."

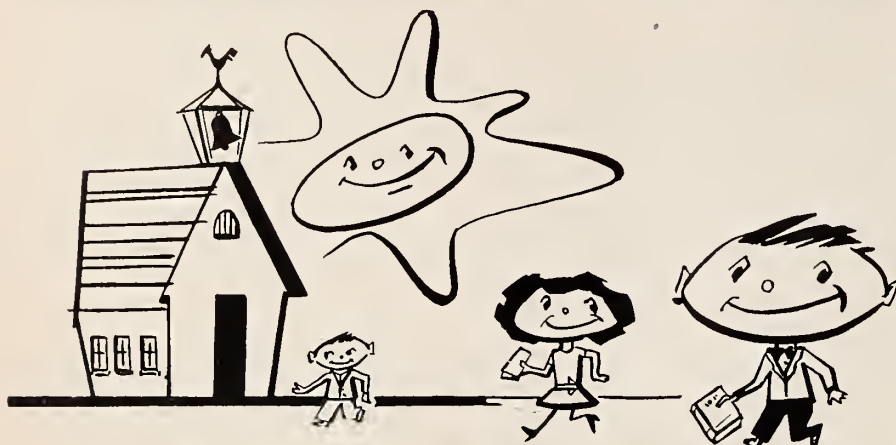
Marie Wolfe: "I think there ought to be more exchange between States and I mean actual visitation, not through correspondence. Agent exchange between counties within States has a lot of promise as a professional improvement project, too."

Other ideas that may have application in the State's urban program include providing additional awards to young members to hold their interest in club work, short-term projects, and community achievement days.

## Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publication distribution officer.

- F 2121 Disk Plows—Replaces F 1992
- F 2127 Light Horses—Replaces F 952
- F 1330 Parasites and Parasitic Diseases of Sheep—Slight Revision 1958
- F 1437 Swine Production—Slight Revision 1958
- F 1692 Bean Diseases and Their Control—Reprint
- F 1972 Poison Ivy, Poison Oak and Poison Sumac—Slight Revision 1958
- F 2002 For Insurance Against Drought Soil and Water Conservation—Slight Revision 1958
- F 2019 Ornamental Hedges for the Central Great Plains—Reprint
- L 219 The Home Fruit Garden in the Southeastern and Central Southern States—Slight Revision 1958
- L 227 The Home Fruit Garden in the Northeastern and North Central States—Reprint
- L 245 Palpating Domestic Rabbits to Determine Pregnancy—Reprint
- L 439 Spring-Flowering Bulbs—New
- L 440 Irrigation of Field Corn in the West—New



## SUMMER SCHOOLS - 1959

### **Cornell University Ithaca, N. Y., July 6-24**

The Role of the Specialist in Extension Education, Elton K. Hanks, Cornell

Principles in the Development of Youth Programs, Mylo Downey, Federal Extension Service

Farm Policy Education, Luther J. Pickrel, Minnesota

Communications in Extension Work, George Axinn, Michigan

Program Development in Extension Education, D. B. Robinson, Ohio  
Marketing Problems and Extension Programs, Lloyd Davis, Federal Extension Service

Leadership Development, Gordon Cummings, Cornell

Psychology for Extension Workers, Glenwood Creech, Wisconsin

### **University of Arkansas Fayetteville, June 22-July 10**

Development of Extension Programs, Charles A. Sheffield, Federal Extension Service

Organization and Procedures in 4-H

Club Work, John Banning, FES  
Extension Education in Public Affairs, William Turner, North Carolina  
Psychology for Extension Workers, W. N. Williamson, Texas  
Evaluation of Extension Work (to be announced)  
Use of Groups in Extension Work (to be announced)

### **Colorado State University Fort Collins, June 15-July 3**

Family Financial Management (to be announced)

Principles and Techniques in Extension Education, G. P. Summers, Kentucky

Basic Evaluation Adapted to Extension Teaching, Ward F. Porter, Federal Extension Service

Public Relations in Extension Education, W. L. Nunn, Minnesota

Principles in the Development of Youth Programs, (to be announced)

Extension Group Processes, R. W. Roskelley, Utah

Organization and Development of Extension Programs (to be announced)

Great Plains Problems, (to be announced)

Principles in the Development of Agricultural Policy, Tyrus R. Timm, Texas

### **University of Wisconsin Madison, June 1-19**

Extension Communication, M. E. White, Wisconsin

Farm and Home Development, B. E. Lanpher, Federal Extension Service  
Development of Extension Programs, Gale VandeBerg, Wisconsin

Evaluation of Extension Work, Laurel Sabrosky, Federal Extension Service

4-H Club Organization and Procedure, T. T. Martin, Missouri

Extension Methods in Public Affairs, J. B. Kohlmeyer, Indiana

Administration of County Programs, E. V. Ryall, Wisconsin

Rural Sociology for Extension Workers (to be announced)

Current Research in Extension Education, J. A. Duncan, Wisconsin

Personal and Family Finance, Louise A. Young, Wisconsin

### **Prairie View Agricultural and Mechanical College Prairie View, Texas June 8-26**

Agricultural Communications, Sherman Briscoe, USDA

Rural Sociology for Extension Workers, Kate Adele Hill, Texas

Rural Development for Extension workers, F. W. Sheppard, Texas

Development of Extension Programs, Martin Bailey, Maryland

4-H Club Organization and Procedure, Ben D. Cook and Floyd Lynch, Texas

Extension Supervision, P. H. Stone, Federal Extension Service